AGENDA

1. Welcome, Orientation Goals, Introductions, and Icebreaker
   a. Icebreaker – Find the Mystery Person

2. What is Mentoring?

3. Overview of Mentoring For Success

4. Activity: Scenarios of Match Relationships

5. Do’s and Don’ts: Student Expectations

6. Student Agreement, Parental Consent, and Mentee-Mentor Meeting Agreement

7. Q & A

8. Pre-Test

9. Contacts
MENTEE ORIENTATION FACILITATOR’S AGENDA

1. Welcome/Introduction to the program
   If possible, include a panel of youth who have been mentored to talk about their experiences. You may choose only one student but it is good to have at least two different perspectives.

   Ice Breaker: “Find the Mystery Person”

2. What is Mentoring?
   Mentoring is:
   - A relationship with a caring adult at school.
   - Not counseling, tutoring, or a change to a student’s behavior.
   - A one-on-one relationship
   - Focused on building a relationship that will benefit both the mentor and the mentee.
   Mutual respect is a cornerstone of the mentoring relationship.

3. Overview of Mentoring for Success
   - Mentoring for Success is a school based mentoring program that matches SFUSD Staff and SF community members with youth in SFUSD schools. Once matched, these mentors and students:
     - meet one hour a week during the school year
     - are part of a larger mentoring community
     - meet monthly for group activities with other mentors and mentees
     - keep in touch over the summer by phone, email, text, or by participating in activities together

4. Activity – “Scenarios of Match Relationships”
   This activity has been broken down into two age groups: elementary mentees and then secondary school mentees. Please use the appropriate set of scenarios with each group.

5. Do’s and Don’ts: Student Expectations
   **Do’s**
   - Talk/Communicate with your mentor
   - Meet regularly
   - Try new things
   - Share/explore your interests
   - Expect it to feel awkward at the beginning
   - Respect your mentor

   **Don’ts**
   - Miss scheduled meetings
   - Activities that cost a lot
   - Ask for mentors to drive you around
   - Ask for money

6. Student Agreement and Parent/Guardian permission forms

7. Student Mentee Pretest

8. Contact for questions or problems: Site Coordinator or District Coordinator
MENTEE ORIENTATION
ICEBREAKER

FIND THE MYSTERY PERSON

OBJECTIVE:

This exercise is fun, and it encourages program participation to get to know each other. A point can be made at the conclusion of the exercise that “meeting people is rewarding”.

INSTRUCTIONS:

1) Designate someone in advance to be the “Mystery Man” or “Mystery Woman”.
2) At the beginning of the event announce:
   “There is a Mystery Person among us. Every third person he or she meets will get $5 (or 10 tickets toward a drawing or other reward).”
3) The Mystery Person must note who the first, third, sixth (etc.) person was so that the prize may later be awarded. (Numbers may be adjusted according to group size, e.g. every fifth person.)

   ALTERNATIVE: Announce the Mystery Person, ask who shook hands with him / her, and hand out dollars or drawing tickets to each one.

4) Make a point at the end of the exercise that meeting people can be rewarding.

MATERIALS:

Cash prizes, or tickets for a drawing and prizes.
MENTORING FOR SUCCESS

MENTEE ORIENTATION
SCENARIOS OF MATCH RELATIONSHIPS

Objective: This activity allows mentees the opportunity to explore different situations that may arise in their mentoring relationships, and creates a space to brainstorm boundaries they want within those relationships.

Before the activity,
- Select the set of scenarios appropriate for your mentees’ age group.
- Cut the scenario sheet so that you can pass them out.

During the Activity:

1. Split your mentees into two groups.
2. Hand out Description of Scenario #1 to group 1 and Description of Scenario #2 to group 2.
3. Each group chooses a member to play the mentor role and one to play the student role. Only the student playing the role will be given the mentor’s or student’s agenda.
4. Students role play a get-together between the mentor and student for five minutes.
5. Prompt youth to talk about:
   - What was difficult for the student in the scenario?
   - What was difficult for the mentor in the scenario?
   - If you were the student what would you have done?
   - What did the mentor do right?
   - If you were the mentor what would you have done differently?
   - If these two had just met how would things have been different? The same?
   - How would it be different if the mentor was not only a mentor, but also the student’s teacher?

9. Prompt youth to talk about the following during the discussion:
   - Examples of things they don’t want their mentor to ask in their first meeting.
   - Examples of things they think their mentor will ask during their first meeting.
   - Examples of things they feel they shouldn’t ask their mentor in their first meeting.
   - Examples of things that they would feel comfortable sharing with a mentor.
Description of Scenario #1: Scott (Mentor) & Eddie
Scott is a mentor for Eddie (9 years old), and they have only met twice before. They are at the beach today, and Eddie has seemed a little down in the dumps all day but won’t tell Scott why. So far, the day has gone well despite Eddie’s lack of enthusiasm. They are working on a giant sand castle together.

Scenario #1: Scott (Mentor)
SCOTT’S AGENDA: You know that Eddie has been falling behind in school. You aren’t sure what’s bothering him, and you don’t want to pry, but you want to help and you want him to know that he can talk to you.

Scenario #1: Eddie (Age 9)
EDDIE’S AGENDA: You found out yesterday that you will be held back a grade if your grades don’t get better in one month. You are embarrassed that you aren’t doing better in school, and you are afraid you will not be in class with all of your friends next year. You don’t know Scott very well yet— you want to ask for his help, but you are embarrassed and nervous

Description of Scenario #2: Laura (Mentor) & Tiara
Laura is a mentor for Tiara (7 years old) and they have been meeting for the past eight months. Today, Tuesday, is the day that Laura and Tiara normally meet to have lunch and play games. Tiara didn’t come to Laura’s classroom during lunch, and when Laura sees Tiara in the hallway later that day, Tiara waves at her but keeps on walking.

Scenario #2: Laura (Mentor)
LAURA’S AGENDA: You know that Tiara is very independent, and that when she has a problem, she usually tries to solve it on her own. You are worried that she didn’t show up for your meeting, and want to talk to her about it, but know that Tiara will most likely not talk about what’s bother her. You want to help, but you don’t want to overstep Tiara’s boundaries.

Scenario #2: Tiara (Age 7)
TIARA’S AGENDA: You have been having some trouble with four other kids in your class. They tease you and sometimes steal things from your desk. Tuesday morning your math homework was stolen out of your desk and you received a zero because you couldn’t turn it in. You were so upset that you skipped your lunch with Laura. You like Laura, and feel like you can trust her, but you are worried that telling her what is happening will only make things worse with the four kids in your class.

Adapted from Mentoring Plus Workshop Series. Responsible Mentoring: Talking About Drugs, Sex, and Other Difficult Issues by Dustianne North, MSW. Produced by EMT Group, Inc. California Department of Alcohol and Drug Programs
Description of Scenario #1: Charlene (Mentor) & Maria
Charlene has been mentoring Maria (13 years old) for about 6 months, and they have become quite close. They are at McDonalds, and a boy has just approached Maria. They seem to know each other, and the boy asks Maria whether she is going to come with them later as they had planned. Maria says yes, but looks a little uncomfortable and keeps glancing at Charlene. The boy says “See you then...” and walks off.

Scenario #1: Charlene (Mentor)
CHARLENE’S AGENDA: Maria’s mom mentioned to you last week that she is not sure about some of the kids Maria has been hanging out with lately. You know also that she is often left to her own devices after school because her mother works until 7 pm.

Scenario #1: Maria (Age 13)
MARIA’S AGENDA: You have made some new friends lately, and they like to smoke pot. You have tried it once or twice, and you liked it. But you are afraid that you will get in trouble, and you don’t want Charlene to be disappointed in you. You’ve always heard that drugs are really bad for you, and you don’t want to end up like your uncle who is addicted to heroin, but you really want your new friends to like you. And anyway, it’s just pot, right?

Description of Scenario #2: Rubin (Mentor) & Anthony
Rubin and Anthony have been meeting for three months now. Anthony had been struggling in some of his classes, so Rubin set up after school tutoring sessions for Anthony. This morning, the tutor called Rubin to tell him that Anthony has missed the last four sessions.

Scenario #2: Rubin (Mentor)
RUBIN’S AGENDA: You are frustrated that Anthony has not been attending the tutoring sessions that you arranged for him, and don’t really understand what might be keeping him from going. You are going to bring it up when you both have lunch today.

Scenario #2: Anthony (Age 15)
ANTHONY’S AGENDA: Recently you have been responsible for picking up your little sister from school and taking care of her until your mother gets home from work in the evenings. Your grades have been slipping, but you can’t make it to afterschool tutoring because you are taking care of your sister. You don’t want Rubin to be angry that you aren’t going to tutoring, and you want to be able to pass your classes and not get held back, but you don’t know what else you can do. You know that Rubin has to find out sometime that you have been skipping tutoring, and are anxious that he’s going to bring it up today at lunch.

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“The most effective mentors offer support, challenge, patience, and enthusiasm while they guide others to new levels of achievement.”

(“STAGES OF A MENTORING RELATIONSHIP” Baylor University’s Community Mentoring for Adolescent Development)

Overview:
Mentors serve as positive role models and invest themselves in their students. They also encourage and motivate students to become their best. Mentors offer students a pathway to expand their life perspectives, overcome obstacles and build on their strengths to make positive choices and develop essential school and life skills. Mentors are not case managers or therapists. They are caring adults committed to building relationships with young people. Participation is voluntary. So please read the following points and sign below to indicate your commitment to a mentoring relationship. If you have any questions please ask the Mentor Program Site Coordinator at your school.

As a Mentee I agree to:

- Commit to meeting with my mentor weekly for one hour for a full year from the date of this agreement, preferably at a scheduled day and time on school grounds and at least twice during the summer
- Be on time to meet with my mentor
- Notify my mentor in advance about any change in our meeting arrangements
- Attend mentor program events
- Try new and beneficial activities with my mentor
- Notify the Mentor Program Site Coordinator or another adult of any questions or concerns
- Have fun!

__________________________  _________________________
Student Signature          Date
Mentor Name: __________________  Student Name: __________________

We agree to meet once a week during the hours of __________________________
(time)

at/in _________________________.
(location name)

We agree that if either of us is late or cannot attend a weekly meeting we will:

☐ Contact my mentor/mentee by phone, email or text

☐ Contact the Program Coordinator to let my mentor/mentee know

Mentor phone number ______________________________________________

Mentor email _______________________________________________________________________

Student phone number _____________________________________________

Student email _______________________________________________________________________

Program Coordinator phone number _________________________________________

Program Coordinator email _______________________________________________________________________

____________________________  ______________________
Student signature Date

____________________________  ______________________
Mentor signature Date

Please give this to your Program Coordinator and he/she will make a copy for each of you.

(Sample)
Dear Parent / Caregiver,

(Name of school)’s mentoring program provides our students with additional support to help them do their very best at school. Mentoring is an effective strategy to help children make positive choices, stay on track in school and avoid negative behaviors.

The mentors are either staff at (name of school), the After School Program, SFUSD employees, or community volunteers. Mentors meet with students weekly during school or after school program hours and do a variety of positive activities together (for example: homework, reading, journaling, cooking, and art). These activities take place on school grounds during the school year. With parent permission mentors may take students off campus or meet during the weekend. Mentors and mentees remain in contact during the summer with parent permission.

----------------------------- Sign and return this form to School -----------------------------

Your child has been selected to participate in the mentoring program!

As soon as we receive your consent, ____________________________, will be matched with a mentor. ____________________________ (student’s name)

I give my consent for my child to participate in Mentoring for Success.

Parent/Caregiver name: ___________________________________________

(print)

Parent/Caregiver signature: _________________________________________

Date: ___________________________________________________________

Phone number: ___________________________________________________

Emergency phone number: _________________________________________

PLEASE RETURN TO THE MENTOR PROGRAM SITE COORDINATOR BY (date)

If you have any questions or concerns, please call (Mentor Program Site Coordinator’s Name), at (phone number).

(OVER)
PERMISSION TO USE IMAGE AND INTERVIEW

Please sign the bottom portion of this form to authorize SFUSD to use interviews, photographs, or video of your child in SFUSD print or internet publications, documentaries, films, or video.

Dear Parent or Guardian,

The Mentoring for Success is photographing students, staff, and mentors for various promotional purposes including, but not limited to: posters, recruitment materials, brochures, newsletters, the website, and other promotional purposes as needed. Your child’s name, grade, and the name of the school may be included in the report.

-----------------------------Sign below and return this form to School-----------------------------

Please sign and return to your school’s Mentor Program Coordinator if you are granting consent to San Francisco Unified School District and their representatives and agents, to use your child’s photo or video image and to identify him/her by name and/or the school s/he attends. I grant SFUSD full rights to use such pictures, interviews, video and identifying information of my child for promotional purposes as described above, without any restrictions and without incurring any debts or liabilities to me of any kind.

Child’s Name                                                                 Program Coordinator Name

Signature of Parent/Guardian                                                                 Telephone

Print Name of Parent/Guardian                                                                 Date